Texas Education Agency
Standard Application System (SAS)

2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period	February 1, 2017, to July 31, 2020, pending future federal allocations	
Application deadline:	5:00 p.m. Central Time, September 15, 2016	Place date stamp here.
Submittal information:	**Three** complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	*[date stamp]* 2016 SEP 29 PM 12: 34
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Nacogdoches ISD	**174904**	**Carpenter Elementary**	**NA**
Vendor ID #	ESC Region #		DUNS #
75-600219	**7 (VII)**		**0960286590000**
Mailing address		City	State	ZIP Code

Mailing address	City	State	ZIP Code
420 S. Shawnee	**Nacogdoches**	**TX**	**75961**

Primary Contact

First name	M.I.	Last name	Title
Chanté		**Davis**	**Executive Director of Accountability and Federal Programs**
Telephone #	Email address	FAX #	
936.569.5000	**cdavis@nacisd.org**	**936.569.5745**	

Secondary Contact

First name	M.I.	Last name	Title
Sandra		**Dowdy**	**Interim Superintendent**
Telephone #	Email address	FAX #	
936.569.5000	**sdowdy@nacisd.org**	**936.569.5745**	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Sandra		**Dowdy**	**Interim Superintendent**
Telephone #	Email address	FAX #	
936.569.5000	**sdowdy@nacisd.org**	**936.569.5745**	

Signature (blue ink preferred)   Date signed

Sandra Dowdy

Only the legally responsible party may sign this application.

9-28-16
Date

701-16-105-030

Schedule #1—General Information	
County-district number or vendor ID: **174904**	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: **174904**	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: **174904**	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant LEA and the eligible campus for which the application is being submitted. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 2. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it includes these terms in its contract or provisions. 3. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 4. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 5. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

7.	The LEA/campus provides assurance that if it selects to implement the **Transformation Model**, the campus will meet all of the following federal requirements:
	 1. Develop and increase teacher and school leader effectiveness.
	     (A) Replace the principal who led the school prior to commencement of the transformation model;
	     (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	          i. Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	          ii. Uses the definition of *student growth* as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

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           iii. Are designed and developed with teacher and principal involvement;

    (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

    (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

    (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Deliver comprehensive instructional reform strategies.

    (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

    (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

3. Increase learning time and create community-oriented schools.

    (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:

        i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

        ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.

        iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

    (B) Provide ongoing mechanisms for family and community engagement.

4. Providing operational flexibility and sustained support.

    (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an education management organization (EMO)).

8.	The LEA/campus provides assurance that if it selects to implement the **Texas State-Design Model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). By implementing an ECHS, the LEA/campus is delivering a whole-school reform model that:
	 • Improves student academic achievement or attainment
	 • Is implemented for all students in the school
	 • Addresses in a comprehensive and coordinated manner:
	   ○ improvement in school leadership
	   ○ improvement in teaching and learning in academic content areas
	   ○ professional learning for educators
	   ○ student non-academic supports
	 In doing so, the LEA/campus will implement the following:
	 1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.

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2. Provide a rigorous course of study that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum; or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.
3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
4. Develop and increase teacher and school leader effectiveness, in a manner consistent with the requirements of the federal school improvement grant Transformation model. I doing so, the LEA/campus must use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
   (A) Data to identify the population at risk of dropping out of school;
   (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
   (C) Early College brochures in all languages relevant to the school community;
   (D) Written communication plan for relevant target audiences: parents, community members, school board.
   Adapted from Texas Early College High School Blueprint, Benchmark 1
6. By the start of TTIPS full-implementation (Fall 2017), the LEA/campus will have key partnerships in place that will enable success as an ECHS. Key partnerships include:
   (A) Partnership between the school district and an institute of higher education (IHE) that:
      i. Is marked by a signed Memoranda of Understanding with current signature each year of implementation.
      ii. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
      iii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
      iv. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
   (B) Contract/partner with a Texas ECHS demonstration site or other Texas ECHS that has retained designation for at least the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint, or other ECHS selected as a match partner site by the TEA.
   Adapted from Texas Early College High School Blueprint, Benchmark 2.
7. By the start of TTIPS planning/pre-implementation year (February 1, 2017), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
   Adapted from Texas Early College High School Blueprint, Benchmark 3.
8. Once designated, the LEA/campus will work with a TEA approved Texas ECHS technical assistance provider, and fulfill any conditions required to maintain TEA designation status.
9. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
   (A) Beginning in TTIPS first year of full-implementation (Fall 2017), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.

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(B) By TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.

(C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathways to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

(D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

(E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

(F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

10. By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students.

Adapted from Texas Early College High School Blueprint, Benchmark 5.

11. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program that operates with:

(A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;

(B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.

(C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.

(D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas ECHS designation, no later than applications are available for schools that wish to be designated for the 2018-2019 school year.

9.		The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model**, the campus will implement in an elementary school and in accordance with the following federal and state requirements:

1. Implement in an elementary school that is eligible under this grant program; further assuring that any student receiving services funded through the grant program is enrolled in the grantee school.
2. Offer full-day kindergarten.
3. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:

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    (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;

    (B) High-quality professional development for all staff;

    (C) A child-to-instructional staff ratio of no more than 10 to 1;

    (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;

    (E) A full-day program;

    (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;

    (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;

    (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;

    (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;

    (J) Program evaluation to ensure continuous improvement;

    (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;

    (L) Evidence-based health and safety standards.

4. Provide educators, including preschool teachers, time for joint planning across grade levels.

5. Replace the principal who led the school prior to the commencement of the early learning model.

6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

    (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and

    (B) Are designed and developed with teacher and principal involvement;

7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation and completion rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.

9. Use data to identify and implement an instructional program that is:

    (A) Research-based;

    (B) Developmentally appropriate;

    (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;

    (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.

10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:

    (A) Aligned with the school's comprehensive instructional program

    (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.

12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).

13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.

14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

| 10. | The LEA/campus provides assurance that if it selects to implement the **Turnaround Model**, the campus will meet all of the following federal requirements: |

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1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
    (A) Screen all existing staff and rehire no more than 50 percent; and
    (B) Select new staff

3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school

4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;

7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
    (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
    (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
    (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

11.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform Model**, the campus will meet all of the following federal requirements:

1. Implement an evidence-based whole-school reform in partnership with a model developer.
    (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.

2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard, published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
    (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
    (B) A study that shows statistically significant favorable impact on student academic achievement or attainment outcome.
    (C) A study which used a large sample and multi-site sampling.

3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.

4. The whole-school model must implement the model for all students in the school.

	5. The whole-school model must address at a minimum and in a comprehensive and coordinated manner:
	    (A) School leadership
	    (B) Teaching and learning in at least one full academic content area
	    (C) Non-academic supports for students
	    (D) Family and community engagement

12.	The LEA/campus provides assurance that if it selects to implement the **Restart Model**, the campus will meet all of the following federal requirements:
	1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.
	2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school as shown through an assessment of schools, currently operated by the CMO or EMO, that have produced strong results over the last three years. This is indicated by:
	    (A) significant improvement in academic achievement
	    (B) success in closing achievement gaps either within a school or relative to other public schools
	    (C) High school graduation rates
	    (D) No significant compliance issues in the areas of civil rights, financial management and student safety.
	3. Enroll, within the grades it serves, any former student who wishes to attend the school.
	If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.

13.	The LEA/campus provides assurance that if it selects to implement the **Closure Model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that rural LEAs are eligible to propose a modification to an element of the Transformation or Turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **rural LEA applicant** may propose to modify one element of the Transformation or Turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html
15.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
16.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. If it is determined by TEA that federal requirements will not be met through the proposed program, these negotiations may include additional clarifications and modifications to activities, budget, and performance targets proposed.
17.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.

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18.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
19.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
20.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
21.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
22.	The applicant will participate in formative assessments of the LEA's capacity and commitment to carry out the grant intervention models.
23.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
24.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: **174904**	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation,** and **sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:
- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:
- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Vision and Focus for School Reform
Nacogdoches ISD is led by a highly experienced Interim Superintendent, Sandra Dowdy. Sandra has 39 years of experience at all levels of public education, including 27 years in district-level leadership and four years as Region 13's Texas Center for District and School Support. She is well positioned to lead Nacogdoches ISD in this TTIPS initiative and to ensure achievement of all objectives on time and within budget. The TTIPS opportunity is a good fit for Nac ISD as it attempts to transform Carpenter Elementary. The district, its senior leadership team, and the leaders of Carpenter stand together in focused intention that the learning community excels and is no longer recognized for its failures but for its successes. With this vision in mind, this TTIPS grant initiative will be known as **Carpenter Succeeds.**

Sense of Urgent Need for Change
After several struggling years in which Carpenter Academy failed to meet standards, the school was reconstituted and now has a new Principal (as of 2015-16) who is aligned with the district's vision for reform of the Carpenter learning community, curriculum, staff commitment to excellence, and student achievement results. With an intensive TTIPS-supported focus on school improvement, Nacogdoches ISD is confident the school can exit its Priority/Focus status by the end of the funding period and has designed the elements of this program to address multiple needs in teacher training and support, curriculum and instructional materials, parent and community involvement/support, technology integration, and a structured reward system for all leaders, teachers, and support staff at this school.

High Expectations for Results
As is reflected in the narrative, budget, choice of supports and resources, and flexibilities to be granted to Carpenter's leaders, as well as in the newly structured bonus system, which recognizes and rewards teachers and others for their hard work and achievements, Nacogdoches ISD is dedicated to the complete transformation of this school and its members. Over the four years of this TTIPS grant period, **Carpenter Succeeds** will result in higher student achievement, meeting and exceeding state standards through the intentional and unrelenting application of high-quality, research-based professional development, curriculum, and instructional resources to turn the campus results around.

The joint district/campus TTIPS planning team selected the **Transformation model** to guide **Carpenter Succeeds.,** and Nacogdoches ISD and Carpenter Academy leaders will not rest until their high expectations are fulfilled in reality. With support from much-needed TTIPS funding, they will deploy existing and new resources, including additional instructional and support staff, to accomplish their vision.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: **174904**	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Operational Flexibilities that will be Afforded the Campus in a Reform Effort

Operational flexibilities to be afforded Carpenter's leaders include an extended summer program to supplement and extend the bilingual education program. This will be evident in a six-week, full-day summer initiative that is open to *all* students, from rising Kindergartners through rising fifth graders, regardless of their home language or academic ability. Additional flexibilities include hiring instructional staff to support daily instruction, ensure effective Special Education and ELL modifications, collect and review student data, and provide on-site professional development as required. The addition of a campus social worker, guidance counselor, and parent/community liaison will support the social and emotional well-being of students and families as well as improve parent engagement, involvement, and education--all in support of increasing student attendance and academic success. **Carpenter Succeeds** will also provide for self-selected professional development for each teacher so they can match research-based, high-quality programs to their areas of individual need and interest.

Perhaps the most unique feature of **Carpenter Succeeds** is the way in which staff will conduct outreach to and involve parents in their children's education. Noticing that the parent resource center was underutilized due to transportation and childcare barriers, Carpenter's Parent/Community Liaison will take its *mobile parent resource center* into the community, meeting and involving parents where they live—in or near their apartment complexes, churches, and community centers.

As the project progresses and school leaders gather and review feedback from teachers, staff, students, parents, and community members, they will have the opportunity to create new flexibilities to meet identified needs. The bottom line is that Nacogdoches supports Carpenter's success and will collaborate with school leaders, the Project Coordinator, and school staff to implement strategies and activities that work and get results.

Finally, TTIPS funding for **Carpenter Succeeds** will support a wide variety of professional development, including training in data gathering and disaggregation from various diagnostics and assessments (STAAR, TPRI, and others); improving school climate through the next level of Positive Behavior training; and in extending the use of existing curriculum and technology resources. as well as effectively using new materials for reading, writing, math, and science. The planning team has thoughtfully and carefully designed a comprehensive school reform program that leverage existing foundations and extends leader, staff, and students learning to new heights.

Organizational Structures/ Existing Capacity and Resources/ Communication Structures

Carpenter staff and students will have the benefit of support from the Executive Director of Accountability and Federal Programs, who also serves as the District Coordinator for School Improvement (DCSI). **Carpenter Succeeds** will also fund a full-time Project Coordinator to manage grant activities and report on project success as well as to provide direct services such as managing the after-school and summer learning programs, freeing school leaders from added job responsibilities and leaving them open to focus on teacher and student support and parent engagement.

In summary, Nacogdoches fully supports this TTIPS proposal as aligned with its vision for school success. Carpenter Academy's school leaders are ready to incorporate the many benefits and supports proposed here, and the district is confident that this four-year program will have a significant impact on student attendance, student achievement, teacher quality, school climate, parent involvement, and teacher retention. Carpenter stands ready for success.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: **174904**

Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: February 1, 2017, to July 31, 2020, pending future federal allocations

Fund code: 276

Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Total Budgeted Cost across all Years
Schedule #7	Payroll Costs (6100)	6100	$236,364	$18,200	$699,271	$40,776	$700,528	$50,015	$687,921	$51,256	$2,484,332
Schedule #8	Professional and Contracted Services (6200)	6200	$99,000	$0	$99,000	$0	$96,500	$0	$81,000	$0	$375,500
Schedule #9	Supplies and Materials (6300)	6300	$90,500	$0	$111,500	$0	$111,500	$0	$106,500	$0	$420,000
Schedule #10	Other Operating Costs (6400)	6400	$14,449	$0	$14,449	$0	$14,449	$0	$14,449	$0	$57,794
Schedule #11	Capital Outlay (6600)	6600	$30,000	$0	$0	$0	$0	$0	$0	$0	$30,000
Consolidate Administrative Funds	**X** Yes ☐ No										
	Total direct costs:		$470,313	$18,200	$924,220	$40,776	$922,976	$50,015	$829,975	$51,256	$3,307,731
	5.7766% indirect costs (see note):		N/A	$1,051	N/A	$2,355	N/A	$2,890	N/A	$2,961	$9,257
	Grand total of budgeted costs (add all entries in each column):		$470,313	$19,251	$924,220	$43,131	$922,976	$52,905	$829,975	$54,217	$3,316,988

Administrative Cost Calculation

Enter the total grant amount requested:	$3,316,988
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$165,494

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from February 1, 2017 to July 31, 2017. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2017-2018, 2018-2019, and 2019-2020, are designed to be full implementation years.

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RFA #701-16-105; SAS #198-17

2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 174904   Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional								
1	Teacher (Dyslexia support)	1	0	$0	$55,000	$56,650	$58,350	$170,000
2	Educational aide (hourly)	1	0	$0	$4,800	$4,944	$5,092	$14,836
3	Tutor			$	$	$	$	$
Program Management and Administration								
4	Project Coordinator (60% program; 40% admin)	1		$31,417	$66,950	$68,959	$71,027	$238,352
5	Title			$	$	$	$	$
6	Title			$	$	$	$	$
Auxiliary								
7	Counselor	1		$22,917	$56,650	$58,350	$60,100	$198,016
8	Social Worker	1		$22,917	$56,650	$58,350	$60,100	$198,016
9	Parent/Community Liaison	1		$20,833	$51,500	$53,045	$54,636	$180,015
Other Employee Positions								
10	Title			$	$	$	$	$
11	Title			$	$	$	$	$
12	Title			$	$	$	$	$
13	Subtotal employee costs:			$	$	$	$	$
Substitute, Extra-Duty, Benefits Costs								
14	6112 Substitute pay			$	$	$	$	$
15	6119 Professional staff extra-duty pay			$104,333	$148,700	$148,700	$136,700	$538,433
16	6121 Support staff extra-duty pay			$9,720	$21,456	$21,456	$14,976	$67,608
17	6140 Employee benefits			$42,427	$123,341	$125,092	$123,196	$414,056
18	61XX Employee stipends (Bonus/incentive pay) Specify amounts and criteria to earn stipend: See page 41			$0	$155,000	$155,000	$155,000	$465,000
19	Subtotal substitute, extra-duty, benefits costs			$156,480	$448,497	$450,248	$429,872	$1,485,097
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$254,564	$740,047	$750,543	$739,178	$2,484,332

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: **174904**   Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land	$	$	$	$	$
	Specify purpose:					
a.	**Subtotal of professional and contracted services (6200) costs requiring specific approval:**	**$0**	**$0**	**$0**	**$0**	**$0**

Professional and Contracted Services

#	Description of Service and Purpose	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
1	Instructional technology training for effective classroom integration	$7,500	$7,500	$7,500	$7,500	$30,000
2	Online cross-curricular resources for research and content-related study	$7,500	$7,500	$7,500	$7,500	$30,000
3	Science PD (ex: Region 7, Cody Freeman)	$6,000	$6,000	$6,000	$3,000	$21,000
4	Developmental Writing PD	$8,000	$8,000	$8,000	$2,500	$26,500
5	RLA PD	$5,000	$5,000	$5,000	$3,000	$18,000
6	Math manipulatives PD/training	$5,000	$5,000	$5,000	$2,500	$17,500
7	Positive Behavior PD/training—next level	$7,500	$7,500	$5,000	$2,500	$22,500
8	PD/training on various diagnostics, assessments, and data disaggregation to improve instruction	$2,500	$2,500	$2,500	$2,500	$10,000
9	"Mini-grants" for CONTENT-AREA teachers to use for self-directed PD - $1,000 each	$21,000	$21,000	$21,000	$21,000	$84,000
10	"Mini-grants" for ALL OTHER teachers to use for self-directed PD - $500 each	$4,000	$4,000	$4,000	$4,000	$16,000
11	Contracted coaching for Principal	$5,000	$5,000	$5,000	$5,000	$20,000
12	Software for individualized student achievement support based on student assessment scores/data	$20,000	$20,000	$20,000	$20,000	$80,000
13		$	$	$	$	$
14		$	$	$	$	$
b.	**Subtotal of professional and contracted services:**	**$99,000**	**99,000**	**$96,500**	**$81,000**	**$375,500**
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	**$0**	**$0**	**$0**	**$0**	**$0**
	(Sum of lines a, b, and c) **Grand total**	**$99,000**	**99,000**	**$96,500**	**$81,000**	**$375,500**

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For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 174904

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description				Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
Technology Hardware- not capitalized				$	$	$	$	$
#	Type	Purpose	Quantity	Unit Cost				
1	1:1 Tablet devices	For students to use to extend learning after school hours and at home	110 per year	$300				
					$33,000	$33,000	$33,000	$33,000	$132,000
2					$	$	$	$	$
3					$	$	$	$	$
4					$	$	$	$	$
5					$	$	$	$	$
Technology Software- not capitalized				$	$	$	$	$
63XX	Specify type/purpose:				$	$	$	$	$
63XX	Textbooks/Curricular Materials				$	$	$	$	$
	Specify type/ purpose:				$	$	$	$	$
63XX	Supplies and materials to be used as student incentives				$	$	$	$	$
	Specify type/ purpose:				$	$	$	$	$

Supplies and Materials that do not Require Specific Approval

		Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6300	Supplies and materials that do not require specific approval:	$57,500	$78,500	$73,500	$73,500	$288,000
	Grand total:	$90,500	$111,500	$106,500	$106,500	$420,000

Note: (Year 1: $78,500 / $111,500 appear adjacent to totals rows.)

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

6300 ITEMS: Writing: Teacher kits, student materials; Reading: Teacher kits, student materials; Math manipulatives and teacher kits; Materials for Mentor teacher training and beginning teachers (0-2 years experience); Materials for mobile parent resource center: parent involvement/training at community-based locations (apartment complexes, community centers, etc.); Accelerated Reader books, etc. for classroom libraries, including for summer check-out; "Mini-grants" of supplies and materials for classrooms as in-kind incentive pay for teachers; up to $500 per teacher.; Supplies and materials for parent and community engagement: Family Math Night; Family Reading Night; Family Science Night; etc. (instructional materials, marketing materials/printing/postage, meeting costs, etc.) - $2000 per event x 4 per year

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RFA #701-16-105; SAS #198-17
2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 174904

	Expense Item Description	Amendment number (for amendments only):				
		Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	$9,310	$9,310	$9,310	$9,310	$37,240
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$	$	$	$	$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	$	$	$	$	$
6413	Stipends for non-employees other than those included in 6419	$	$	$	$	$
6419	Non-employee costs for conferences. Requires authorization in writing.	$	$	$	$	$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	$	$	$	$	$
64XX	Advisory council/committee travel or other expenses Specify name and purpose of council: Specify types of costs:	$	$	$	$	$
6495	Cost of membership in civic or community organizations Specify name and purpose of organization: Specify purpose of membership:	$	$	$	$	$
	Subtotal other operating costs requiring specific approval:	$	$	$	$	$
	Remaining 6400—Other operating costs that do not require specific approval (in-state travel – see below):	$5,139	$5,138	$5,139	$5,138	$57,794
	Grand total:	$14,449	$14,448	$14,449	$14,448	$57,794

DESCRIPTION:

Out of state travel for up to 6 teachers per year to attend regional or national conferences such as NCTM, NSTA, CAST, CAMT, and others - assumes 3 days/3 nights

In-state travel (mileage) for Principal, School Leadership Team, and Teachers to observe exemplary schools and classrooms in the district and for Mobile Parent Center activities in community-based locations

In-state travel for up to 6 teachers per year to attend regional/state educational conference (ex: CAMT, and CAST and others)

In-state travel for 3 staff to attend required school leadership trainings for TTIPS grant - assumes 2 days/2 nights

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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RFA #701-16-105; SAS #198-17
2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

Schedule #11—Capital Outlay (6600)

Amendment number (for amendments only): ____

County-District Number or Vendor ID: 174904

#	Description and Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6669—Library Books and Media (capitalized and controlled by library)								
1		N/A	N/A	$	$	$	$	$
66XX—Computing Devices, capitalized								
2			$	$	$	$	$	$
3			$	$	$	$	$	$
4			$	$	$	$	$	$
5			$	$	$	$	$	$
6			$	$	$	$	$	$
7			$	$	$	$	$	$
8			$	$	$	$	$	$
66XX—Software, capitalized								
9			$	$	$	$	$	$
10			$	$	$	$	$	$
11			$	$	$	$	$	$
12			$	$	$	$	$	$
13			$	$	$	$	$	$
66XX—Equipment, furniture, or vehicles								
14	Developmental centers for early learning classrooms	6	$5,000	$30,000	$0	$0	$0	$30,000
15			$	$	$	$	$	$
16			$	$	$	$	$	$
17			$	$	$	$	$	$
18			$	$	$	$	$	$
19			$	$	$	$	$	$
20			$	$	$	$	$	$
6XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)								
21			$	$	$	$	$	$
			Grand total:	$30,000	$0	$0	$0	$30,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: **174904**	Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total student enrollment	491		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	265	54.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	142	28.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	68	13.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian student enrollment	7	1.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	464	94.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment **(ELL)**	113	23.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	38	7.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	49		2015-2016 PEIMS report #425
Disciplinary placements in In-School Suspension	21		2015-2016 PEIMS report #425
Disciplinary placements in Out-of-School Suspension	30		2015-2016 PEIMS report #425
Disciplinary placements in DAEP	0		2015-2016 PEIMS report #425
Disciplinary referrals for Truancy	0		2015-2016 PEIMS report #425
Attendance rate		96.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		DNA	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		DNA	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator)	54	51%	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)	46	44%	TEA 2016 Accountability Summary Report.
ACT and/or SAT- Class of 2015, percent students Tested		DNA	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2015, percent At/Above Criteria		DNA	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	DNA		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	DNA		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: **174904**	Amendment # (for amendments only):

Part 2: Student Demographics- Comments
Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<u>Student/School Demographics</u>
The following table shows demographic trends for the past three years:

INDICATOR	2012-13	2013-14	2014-15
Total Enrollment	515	439	491
African American	54.2%	55.8%	54.0%
Hispanic	30.9%	24.8%	28.9%
White	12.0%	15.3%	13.8%
Asian	1.4%	1.6%	1.4%
Economically Disadvantaged	94.4%	93.8%	94.5%
English Language Learners (ELL)	24.3%	17.1%	23%
Students Served by Special Education	7.2%	7.3%	7.7%

During all three of these school years, Carpenter was rated as "Improvement Required." Student demographics have remained relatively stable across all categories indicated.

Of particular note is the high percentage of economically disadvantaged students and the increasing proportion of students served by Special Education programming and supports.

<u>Community Demographics</u>
2010 Census data (American FactFinder) for the primary zip code in which Carpenter is located (75961) reveals that the **median household income is $29,413**—46.7% less than the Texas median income of $55,200 and 48.2%$ less than the US median income of $50,500. Further, 44.5% of households earn less than $25,000 a year. The percent earning less than $25,000 a year rises to 61.8% for nonfamily households.

Education levels in this community are equally challenging. Although only 14.6% of the total population aged 18-24 are "less than high school graduate," this number is heavily skewed toward men: 25.4% of men (as opposed to 8.8% of women) have less than a high school diploma. Roughly a quarter of people (23.9%) in this age group are high school graduates (30.9% of men and 20.2% of women). Of the remainder, just over half (52.5%) have some college or an Associate's degree (43.7% of men; 57.2% of women), and only 9% have a Bachelor's degree or higher (no men; 13.9% of women).

For all individuals over the age of 28, 65.8% are high school graduates or higher, leaving more than one-third (34.2%) who are not high school graduates. **An astonishing 29.1% of individuals in this zip code live below the poverty level** –1.6 times the 17.6% in poverty in Texas and almost twice the 15.4% in poverty in the US.

The teachers and staff of Carpenter Academy and Nacogdoches ISD need additional resources to address the pressing academic and social issues of this high-needs population. The entire learning community will benefit greatly from TTIPS funding for this project, to be known as *Carpenter Succeeds*.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)			
County-district number or vendor ID: **174904**		Amendment # (for amendments only):	

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	59.0		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	34.3	58.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	5.0	8.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	2.0	3.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	17.7	30.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	19.3	56.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	1.0	2.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	14.0	40.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0.0	0.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	4.0	11.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	14.0	40.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	10.3	30.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	5.0	14.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	1.0	2.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	$39,662		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	$39,392		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	$42,031		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	$46,030		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	$55,830		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	11	26.8%	2016-17 HR report
Staff with Bachelor's degree as highest level attained	23	56.1%	2016-17 HR report
Staff with Master's degree as highest level attained	7	17.1%	2016-17 HR report
Staff with Doctoral degree as highest level attained	0	0.0%	2016-17 HR report

NOTE: Information on the last four lines of the table above is for ALL staff, 41 positions total: campus administration (school leadership), teachers, professional support staff, and educational aides.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: **174904**	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments
Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

    For the last five years, Emeline Carpenter has had 4 different principals, five different curriculum specialists, and for the last three years a 50% to 75 % rate of turnover of core teachers. In addition, the more talented teachers are leaving and draining off the capacity to support the new teachers. Just prior to this time frame, the district made a decision in light of the approaching STAAR standards, to revise the curriculum scope and sequence and assessments starting in STAAR tested grades 3-11. In previous years, the district curriculum and assessment revision project did not include common assessments or expectations for K-2 math or K-2 writing. This year the district implemented K-2 math as a targeted focus with the plan to phase in K-2 writing in 2016-2017.

    In the past, PK-2 balanced literacy and DRA assessments for reading had been attempted by Carpenter as a campus initiative. However, the combination of high teacher/leader turnover rate, especially the transfer or resignation of 1st grade teachers, along with the district/campus focus of human expertise and resources on 3-5 prevented a successful PK-2 implementation of Balanced Literacy at Carpenter. As a result of these factors and others, **100% of 1st grade students at Carpenter were reading below grade level as measured by EOY DRA at the end of 2014-15.** In an effort to focus on PK-2, the district provided the campus with its own K-2 principal, curriculum specialist, reading interventionist and math interventionists for 2015-2016. For the last two years, the district/campus has hired reading and writing consultants who provide support to elementary campuses. The consultants have targeted vertical alignment to help the PK-5 teachers in both reading and writing. Comprehensive and high quality training and follow-up support was provided this year by the district, including data driven training and outside consultants for leaders. Most beneficial, according to staff, has been the hiring of a district math specialist who works weekly with Improvement Required campuses in the district. The specialist focuses on the content area of math during the planning meetings to help teachers understand the TEKS and to plan unit lessons. This year, in 3-5 math, the campus has improved but may not improve enough to meet standard. The campus made index 2 last year and may make index 2 again this year.

    The following table shows student demographics as compared with teacher demographics for the past three years:

INDICATOR	2012-13		2013-14		2014-15	
	Students	Teachers	Students	Teachers	Students	Teachers
African American	54.2%	23.0%	55.8%	31.0%	53.9%	56.3%
Hispanic	30.9%	5.7%	24.8%	0.0%	28.9%	2.9%
White	12.0%	68.4%	15.3%	65.5%	13.85%	40.8%
American Indian	0.0%	2.9%	0.2%	3.4%	0.0%	0.0%
Asian	1.4%	0.0%	1.6%	0.0%	1.4%	0.0%

    In 2012-13, the student population was majority African American, but the staff was majority White, and there were very few Hispanic teachers for the 30.9% of Hispanic students enrolled. The following year, 2013-14, the percent of African American teachers increased 8 percentage points to 31% and the African American student population retained its majority, but the vast majority of teachers (65.5%) were White. In 2013-14, the proportion of Hispanic students decreased by 6.1 percentage points, but by then there were no Hispanic teachers on staff at all. **From 2013-14 to 2014-15, teacher turnover at Carpenter was a significant 54%.** This allowed Carpenter to hire a more diverse and representative staff, which is now majority African American (even more so than the student population), but still with only 2.9% Hispanic teachers on staff for the 28.9% of Hispanic students and with a White teacher population that is almost three times that of White students.

    Demographics that reflect a mis-match between students and teachers points to potential school climate and culture issues for the entire campus. When students do not see a teacher population that mirrors theirs, the relationship between teachers, school staff, and families are impacted and can even affect student attendance and absenteeism (Holt and Gershenson, 2015), which can set students back academically and put them at risk for future truancy. Evidence also suggests that teachers have higher subjective assessments of same-race students (Meier & Stewart, 1992; Dee, 20015; Ouazad, 2014). Additionally, research by Gershenson, Holt, and Papageorge (2015) finds that "nonblack teachers of black students have significantly lower expectations than do black teachers. These effects are larger for black male students and math teachers." Their findings add to a growing literature on the role of limited information in perpetuating educational attainment gaps. Research by Boser, Wilhelm, and Hanna (2014) also found that teachers have significantly lower expectations for the educational attainment of socioeconomically disadvantaged and racially minority students.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: **174904**								Amendment # (for amendments only):							

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	65	63	58	59	67	66								378

Part 6: Teachers to Be Served with Grant Funds.
Enter the number of teachers in each grade to be served under the grant program.

In indicating numbers for Teachers, duplicate counts are permitted. For example, if a teacher instructs sections of 3rd, 4th and 5th grades, that teacher should be counted for each of those grade levels. It is understood that this might elevate the total count of teachers on this table. The actual, unduplicated number of teachers is captured in the Staff Demographics-Data table.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	5	3	3	3	3	4								21

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Schedule #13—Needs Assessment

County-district number or vendor ID: **174904**	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For this TTIPS grant initiative to be successful, **Nacogdoches administrative and instructional leaders** formed a joint TTIPS planning team comprising:
- **District leaders:** The Interim Superintendent, the Executive Director of Accountability and Federal Programs (who also serves as the District Coordinator for School Improvement) the District Director of Curriculum, and the Coordinator of GT, RtI, and Testing; and
- **Emeline Carpenter Academy leaders and staff** (Principal, Assistant Principal, selected lead teachers).

This team met in various configurations **2-3 times weekly** in August and early September 2016 and consulted with district data personnel for the latest, most up-to-date demographics, socio-economic data, and test results to ensure that planning for this initiative reflected the needs of Carpenter Academy's at-risk students, their parents, families, and teachers.

This comprehensive needs assessment process included a review of the following:
- The Nacogdoches ISD needs assessment process and resulting annual report, which captures data around eight strategies related to the Long-Term Strategic Planning process, prioritized on the likelihood of helping the district and campuses meet the STAAR and EOC accountability standards;
- TAIS improvement plan and a review of progress toward achieving TAIS goals;
- STAAR and MAP* test scores (*MAP is no longer used in Nacogdoches ISD);
- Internal review of local student achievement;
- Public Education Information Management System (PEIMS);
- TAPR data regarding special populations;
- Internal review of current academic program, gaps, and needs;
- Teacher and school leader evaluations (PDAS);
- Internal review of available funding sources;
- Informal review of inventory (instructional supplies and materials, hardware/software, books and reading materials, etc.);
- Local demographic data, socio-economic status;
- Informal surveys/interviews with teachers, district and campus support staff; and
- Informal interviews with students, parents and business/community partners

In order to coordinate efforts, streamline the planning process, and ensure efficiencies in reporting, this application aligned language and metrics from Carpenter's TAIS plan with additional metrics for the TTIPS grant period.

As noted in the Board-approved Carpenter Academy Turnaround plan:
The underlying systemic root cause for the campus being rated Improvement Required (IR) for the last 5 years is a pattern of ineffective and inconsistent classroom instruction from year to year due to the lack of a comprehensive campus support system for new teachers, leaders, and students. All teachers in regular Tier I instruction would benefit from the implementation of a campus support system for PK academic and behavior in the Carpenter Early Childhood Center and for K-5 curriculum, instruction, assessment, and behavior in the Carpenter Elementary campus. The following Critical Success Factors (CSFs) and campus and district support systems were identified as the main barriers to improvement at Emeline Carpenter Elementary School: Academic Performance (Curriculum & Instruction), Leadership Effectiveness, and Teacher Quality.

Based on this needs assessment which revealed a lack of foundational learning in the core content areas which increased as students progressed through the grades, the planning team voted unanimously to implement the Transformation model to ensure a solid foundation for learning across all grades.

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: **174904**	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the single intervention model selected by the district/campus for implementation. Note that applicants are limited to select, design and implement a grant program in keeping with only one model and not a combination of models.

☒ Transformation

    ☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

    ☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As previously stated, the Nacogdoches ISD and Carpenter Academy joint TTIPS planning team (see members, previous page) reviewed the requirements of each model as indicated in the grant application and guidelines and selected the **Transformation model** as a best-fit choice. The rationale included the following considerations:

- District academic leaders believe in providing a high-quality learning environment for children at all grade levels;
- The number of economically disadvantaged students at Carpenter (2014-15 TAPR) is significant (94.5%), and the majority of these students require additional instruction and an early start to catch up academically;
- Carpenter's 2012-13 and 2014-15 rating as "Improvement Required" necessitates focused intervention at all levels;
- The school has a new Principal who assumed the role for the 2015-16 school year, so further replacement was not necessary;
- District and campus leaders agree that a coordinated, research-based elementary school program with opportunities for extended learning time after school and in the summer, coupled with strong parent involvement, will provide students with the extra support they need to be reading on grade level by grade 3 or sooner; and
- The opportunity to avail Carpenter's students of the resources and support provided by TTIPS under this the Transformation model were attractive and met several campus/student/parent/family needs.

The joint planning team easily eliminated the Texas State-Design (Early College High School), Restart, and Closure models from consideration as "not applicable" to the needs of Carpenter Academy or the district's vision for school improvement. Of the remaining choices, **the Transformation Model was a best-fit option** as Nacogdoches has been working to identify additional resources to direct to the school to improve its IR accountability rating but have found it difficult in a constrained budget to do so. Funding from this TTIPS grant initiative will allow Carpenter to add specific instructional resources in the core content areas; provide accessible technology for Carpenter's high-needs student population; observe and react to implementation challenges quickly; and provide a wealth of additional resources for teacher training and support.

As the new Principal at Carpenter Academy is already philosophically aligned with the Transformation model components, choosing this model and building a four-year program around its tenets was a natural fit.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 174904	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:
- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District/Campus Actions to Seek and Consider Input
In Nacogdoches ISD, stakeholder involvement and input from **administrators, teachers, parents, students, and others** is sought routinely as a matter of course.

As indicated on page 25, the comprehensive needs assessment process for **Carpenter Succeeds** included the following sources for stakeholder input:
- Teacher and school leader evaluations;
- Informal interviews with teachers; forums and faculty meetings;
- Informal surveys/interviews with school leaders, teachers, district and campus support staff;
- Input from teachers, parents, and community members via Carpenter's site-based decision-making committee; and
- Informal interviews with older students and parents.

Plans for Meaningful Ongoing Family/Community Involvement
In addition to weekly faculty/staff meetings to gather input and disseminate information on project results and modifications, a grant funded Parent/Community Liaison will support Carpenter Academy leaders in engaging families and community members in the implementation of **Carpenter Succeeds** and other school operational and instructional decisions through the following avenues:
- **Monthly** site-based decision-making committee meetings, parent meetings, use of the mobile parent resource center;
- **Quarterly** communications with business and community partners and family engagement in literacy, math, and science nights; and
- **Annual** Title I surveys.

Furthermore, Carpenter Academy has been conducting more outreach to parents as its focus on improving academics has expanded. This outreach takes place through local churches and community centers. There is also a community mentor group whose members mentor students and volunteer w/teachers, and their input is valued and considered on a regular basis.

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Schedule #14—Management Plan

County-district number or vendor ID: **174904**	Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Oversee project implementation at the district level and ensure all aspects are on track and students are progressing; approve professional development (PD); facilitate PD as needed/required; serve on the Project Management Team; serve as liaison from the school to the district/Executive Team; and provide other support to school, leadership team, and teachers as appropriate;	Experienced facilitator, monitor, and evaluator of district, campus, and program improvement planning activities; articulate communicator and presenter with a proven ability to interact successfully with diverse populations; self-directed educational professional with exceptional organizational and implementation abilities; experienced in performance-based and data validation monitoring processes
2.	Interim Superintendent	Provide ongoing support in the areas of curriculum development, teacher technical assistance, professional development, materials acquisition, and program development; Support DCIS, Principals, and Project Coordinator with expertise on managing large grant projects; guide overall project implementation	Over 39 years' experience as a public school teacher, leader, and Assistant Superintendent of academics, curriculum, and instruction prior to assuming the Interim Supt role; demonstrated experience achieving high standards and managing others to reach rigorous achievement targets; demonstrated experience managing and advising the implementation of large grant projects.
3.	Emeline Carpenter Academy Principal	Oversee school-based implementation of **Carpenter Succeeds**; coordinate TTIPS activities with other district and school activities/initiatives; evaluate teacher performance; exit poor-performers; ensure timely project reviews and evaluation reports	16 years' experience in public education as a safety supervisor, transportation operations supervisor, operations manager, teacher, and assistant principal; Bachelor's degree in General Business/Public Safety; Master's in Educational Leadership; Principal Certification
4.	Mentors for teachers with 0-2 years' experience	Support new and beginning teachers in implementing effective instructional and operational strategies; build competence and confidence in teachers; improve thru retention	Prior exemplary experience as a classroom teacher; demonstrated ability to lead and coach others to achieve performance targets; excellent people skills; Bachelor's degree req
5.	Project Coordinator (**Full-time position paid with TTIPS**)	Ensure day-to-day implementation of project activities; coordinate project budget management; complete project reports; serve in both program delivery (50-60%) and grant administration (40-50%)	At least 3 years' experience as a school or district project manager, leader, or teacher with all applicable degrees and certifications; prior experience managing large state and/or federal grants preferred
	Dyslexia Support Teacher (**To be hired**)	Deliver with fidelity a highly structured and systematic dyslexia program; plan, monitor, and evaluate outcomes for targeted students	Teacher certification with required endorsements for assignment; Master's degree preferred.
6.	Social Worker, Guidance Counselor (**To be hired**)	Support the overall health, well-being, and safety of students in support of improved academic achievement; intervene in non-academic circumstances and provide direct support or referrals to outside agencies for students and families;	At least 2 years exemplary experience in social work, guidance and counseling, or nursing (respectively); prior experience working with children in public school settings required; all degrees and certifications applicable to each respective role required.
7	Parent/Community Liaison (**To be hired**)	Reach out to parents to provide education and training; translate as required; coordinate and expand community partnerships	At least 2 years exemplary experience in a similar paid role or at least 3 years as a strong parent/cmty volunteer; bilingual candidate preferred; Bachelor's degree preferred.

Schedule #14—Management Plan (cont.)			
County-district number or vendor ID: **174904**		Amendment # (for amendments only):	

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Mentor/coach for new principal	Support growth and development of the campus Principal; advise on workload balance, task delegation, and the streamlining of school policies and procedures; identify additional PD opportunities for the Principal; advise on successful implementation of academic and operational initiatives; support Principal's evaluation process and exiting of under-performing teachers (in accordance with district procedures)	Previous exemplary public school teaching and leadership experience required; demonstrated ability to lead others to success and achievement of rigorous standards; previous experience coaching leaders to measurably improve student achievement results; Master's degree in Education, Educational Leadership, and/or Curriculum required.
2.	External consultant/ trainer/ PD provider (Region 7, content-area experts, and others)	Provide specialized PD in one or more of the following: content-area curriculum and interventions; use of student-accessible, hands-on tools and strategies to improve instruction;	Previous exemplary public school teaching experience with demonstrated record of success required; previous experience coaching teachers to improve efficiency and efficacy required; Bachelor's degree in Education required; Master's degree in Education or Educational Leadership preferred
3.			
4.			
5.			
6.			
7.			
8.			

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: **174904**	Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In the unlikely event that a Carpenter Elementary must be replaced during the TTIPS grant period—or if they are promoted or leave the district—Nacogdoches ISD will manage the succession in one of the following preferred ways:
- Promote a highly qualified Assistant Principal from Carpenter Academy;
- Promote a highly qualified Assistant Principal from another campus in Nacogdoches ISD; or
- Transfer a highly qualified Principal from another campus in Nacogdoches ISD.

Under certain circumstances, Nacogdoches ISD leaders may elect to hire from outside the district, but promoting from within is the preferred method, especially for campuses such as Carpenter that need additional intensive interventions to exit Priority or Focus School status.

In addition to supporting new or beginning school leaders (those with 0-2 years of experience) Nacogdoches ISD is expanding its program of leadership development opportunities, known as the **Nacogdoches ISD Aspiring Administrator's Course**, to support staff who are new to the school leadership role.

This yearlong course begins in September. Monthly sessions run through April. The course includes the following modules, each of which has multiple sub-categories that are covered during each professional development opportunity:
- A. **Student Management** (Due Process/Intervention, Appeals Process, Three Different Tracks of Discipline, Update on Applicable Laws Regarding Student Management/Code of Conduct, Alternative Programs and the Referral Process, Communication, Truancy Issues and Process);
- B. **Human Resources** (Teacher Evaluations, The Hiring Process, The Terminations Process, Contracts and Documentation, The Grievance Process, Substitutes, Employee Leave and Worker's Compensation, Diversity);
- C. **Safety and Security** (District Overview, How Security and Student Services Work Together);
- D. **Athletics** (Eligibility, Scheduling and Vertical Teaming, Marketing, Coaching and Assignments);
- E. **Gifted and Talented** (Nature and Needs, Program Options);
- F. **Area Assistant Superintendents** (Leading vs. Managing, Holding Effective Parent Conferences, How to Evaluate Good Instruction, Complaint Policy, Communication, The District's Culture); and
- G. **Fine Arts** (Difference Between Curricular and Extracurricular, Eligibility, and Fundraising).

This course is designed to steep administrators in the Nacogdoches ISD district and campus culture and offers support throughout the administrator's first year on the job. School leaders with 1-2 years of prior experience may return to participate in selected modules and also receive coaching and support from Assistant Superintendents to grow in their leadership abilities.

Other incentives to help ensure all project participants remain committed to the project's success include the **Carpenter Succeeds** bonus structure, which rewards teachers, leaders, and other staff for the current year's successes but will only be paid to returning staff. This feature of the bonus plan will assist greatly with teacher retention and reducing unwanted teacher attrition.

Changes in other key personnel such as the Project Coordinator or grant-funded staff will be managed in a similar way—by promoting someone from within the school or district who has a demonstrated record of success in their current role or in a preparatory role.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: **174904**	Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Nacogdoches ISD is committed to the **responsible implementation and sustainability** of this and every project it undertakes and realizes that this commitment extends beyond the resources to be acquired with grant funds to include a much broader range of **human, financial, infrastructure, facility, volunteer, and in-kind resources and support.** Managing resources effectively includes continually assessing, updating, and communicating the need for such resources and monitoring and adjusting project activities to bring them into alignment with these needs.

Increasing Capacity
Carpenter Academy leaders know that the key to success for at-risk students is high-quality teaching and learning. To attain the necessary student results, personnel involved in **Carpenter Succeeds** will have access to best practices professional development to grow in the profession of teaching.

For this TTIPS initiative, professional development to **build and increase teacher/staff capacity** includes:
- Contracted coaching and support for the Principal;
- Mentor teachers and related training for mentors and new/beginning teachers (0-2 years' experience);
- Training in various diagnostic and assessment instruments and data disaggregation to drive instructional improvements;
- Monthly planning/team-building (out of school time);
- Specialized professional development (PD) and related materials to increase academic performance in reading; science; developmental writing; reading/language arts; math (use of manipulatives); (this includes attendance at professional conferences such as NCTM, NSTA, CAST, CAMT, and others);
- Training in the next level of Positive Behavior; and
- Self-selected PD for content-area teachers and all staff

To **increase student achievement**, software licenses to be purchased with TTIPS funding and sustained with other funding (see below) include:
- Academic content (apps and programs) for tablet devices;
- Software for individualized diagnostic, assessment, and instructional support across the content areas
- Online cross-curricular resources for research and content-related study

Additional supports to increase student achievement include hiring one Dyslexia teacher, one Social Worker, one Guidance Counselor, and one Parent/Community Liaison and providing additional funding to extend time on campus for one Parent Involvement Aide. The services of these staff will improve students' social and emotional health, well-being, and safety in support of **increased academic performance.**

Continued Funding and Support for Sustainability
Sources to support project sustainability include the following:
- *Federal*
  - Existing Title I funds
  - Title IIA, Title IIIA

- *State*
  - Per-pupil allotment (ADA, WADA)

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Schedule #15—Project Evaluation

County-district number or vendor ID: **174904**	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Nacogdoches ISD is committed to the efficient, streamlined integration of existing and future initiatives to improve student achievement. Development of Carpenter Academy's Texas Accountability Intervention System (TAIS) school improvement plan laid the foundation for this TTIPS initiative, **Carpenter Succeeds,** and established these four challenging, yet attainable, performance measures, which Carpenter Academy will continue to pursue during the TTIPS funding period.

1. **55% of 1st and 2nd grade students will read on grade level or above based on TPRI data (BOY, MOY, EOY);**
2. **60% of 3rd through 5th grade students will pass the STAAR reading exams at Phase In 1 level 2 standards;**
3. **55% of students will pass STAAR writing; and**
4. **55% of students will pass the 5th grade STAAR science test in 2018.**

For each performance measure, Carpenter Elementary has set and will update quarterly milestones to track their progress toward achieving each goal. Once these goals are achieved, the school will be back on track to exit Priority School status.

Additional targets include the performance measures in the bonus pay structure, found on page 41, which was designed to reward all school leaders, teachers, support staff, and operational staff commensurate with their role and direct level of impact. Academic improvement objectives for the bonus plan include student academic achievement, the school's TEA rating, and the number of distinction designations achieved. Performance measure targets will be finalized during the TTIPS pre-implementation period (by July 31, 2017), and annual targets will be refined and expanded throughout the grant period.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Nacogdoches ISD will continually assess the Carpenter Elementary learning community's academic, social, behavioral, professional development, and instructional leadership needs to ensure that implementation of the Transformation Intervention model positively impacts teacher and school leader effectiveness, operational flexibility, student achievement, and parent and community engagement and support. Adjustments will be made as needed. Data sources will include: diagnostic, benchmark/interim, and end-of-year student assessments; informal surveys/interviews with school leaders, teachers, district and campus support staff; weekly feedback for teachers on instructional and classroom management effectiveness; informal surveys/interviews with parents and students; and formative and summative teacher and school leader evaluations. A site-based decision-making committee composed of teachers, parents, and community members and led by the Carpenter Academy school leaders will support the TTIPS Project Coordinator and district support staff in continually assessing needs and modifying program activities as appropriate.

As the TTIPS project period progresses, Carpenter Elementary staff and district leaders will collect data for formative assessment to note progress toward **campus performance goals and TTIPS performance measures.** The estimated **schedule of overall data collection** is as follows:

Collection Schedule	Data/Evaluation Type
Daily	Attendance
At least monthly	Parent Involvement, teacher access to/use of data; impact of extended learning time; Discipline/Behavior results/referrals; teacher walkthrough/observation data
Each grading cycle	Student grades and internal common assessment results (core content areas)
At least quarterly	STARR benchmarks and actual test results; participation in professional development or coaching (quantity and quality); teacher quality/effectiveness; school leader quality and effectiveness
BOY, MOY, EOY	TPRI, ESTAR, and MSTAR diagnostics and assessments
Annually	Student and teacher demographics; teacher retention/attrition; Title I survey

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Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: **174904**	Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The **Carpenter Succeeds TTIPS Project Coordinator (PC)** will communicate with **Nacogdoches district leaders** (Assistant Superintendent for Academic Services, Executive Director for Accountability and Federal Programs, etc.) at least weekly during the to monitor the planning, implementation, and achievement of all annual performance milestones of this TTIPS initiative. The PC will complete and deliver written Activity/Progress Reports to TEA as required. All planned activities and contracted services will be monitored and evaluated through observations, surveys, and formal and informal evaluation methods to determine their merits and effectiveness in achieving project aims. Any observations and recommendations will be closely monitored to enable the leadership team to determine the extent to which project weaknesses, problems, or concerns are addressed in a timely manner as the implementation proceeds. With such close monitoring and ongoing evaluation of activities, activity schedules, participant satisfaction and participation levels, the initiative will have the opportunity to continuously improve.

In addition to other duties previously described, the PC will complete and deliver written Activity/Progress Reports TEA in order to determine: **a)** The extent to which activities proposed in this application are implemented as planned; **b)** The extent to which the activities/strategies achieve the goals and objectives of the project; and **c)** The nature and extent of project impact on project participants/beneficiaries.

Major Ongoing Monitoring/Improvement/Adjustment Tasks:
- Involve teachers, grade level lead teachers, instructional coaches, and parent/community leaders in the planning process;
- Utilize instructional leadership expertise of school leaders and Curriculum and Instruction Coordinators (CICs);
- Finalize plan for monitoring (revisit annually);
- Conduct BOY, MOY, and EOY evaluation of academic programs, grades K – 5;
- Collect student achievement data (TPRI, STARR, etc.);
- Analyze data and report to TEA in requested formats; and
- Review financial/cost/accounting procedures and complete interim reports.

Feedback for ongoing refinement of the initiative will be obtained from participants at least quarterly to ensure that the initiative attains its maximum implementation effectiveness to facilitate the full achievement of all targeted process and product goals/objectives.

The following general schedule of communication will be observed throughout the funding period:
- **Weekly—Carpenter Succeeds** PC, school leaders, instructional coaches, and teachers communicate about implementation of project activities as needed; teachers meet to adjust instructional activities and communicate with students, parents, and families as appropriate.
- **Monthly**—PC consults with site-based decision-making committee to monitor and adjust grant activities as necessary; school leaders schedule teachers and support staff to attend and participate in professional development.
- **Quarterly**—PC (as supported by Executive Director of Accountability and Federal Programs, data clerks, and others) completes evaluation reports as required by TEA and disseminates results to the Carpenter Academy learning community via board meetings; teachers are evaluated by school leaders; school leaders are evaluated by the Interim Superintendent;
- **Semi-annually**—PC and/or school leader administers surveys to parents, teachers, and students to gauge satisfaction with the Transformation model implementation and collect feedback about student and family needs; mid-year and end-of-year student assessments are administered to monitor academic progress based on benchmark data collected in the fall.
- **Annually**—Site-based decision-making committee convenes to evaluate implementation and adjust timeline of activities for subsequent year, as necessary.

The PC will gather and present data collected from teachers and other staff members, including data on student achievement to Nacogdoches ISD senior leadership and others as appropriate in order to seek guidance throughout the funding period. Additionally, project stakeholders, including parents, will have weekly opportunities to provide input, make suggestions about, and participate in project activities throughout the project period.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: **174904**	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:
- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When Nacogdoches ISD selects professional development resources, consultants, or other external service providers, the process centers on need and quality. The Interim Superintendent (and other senior leaders) and school leaders first identify areas in which they would like their teachers and schools to develop, and then they research the availability, results, and backgrounds of those who are considered most effective both in content knowledge as well as presentation of content.

For **Carpenter Succeeds**, Nacogdoches ISD and Carpenter Academy principals will seek out external providers for expert professional development in principal coaching as well as specialized PD in content-area curriculum and interventions (in math, reading/language arts, science, and developmental writing); the use of student-accessible, hands-on tools and strategies (ex: math manipulatives) to improve instruction; training in TPRI and STAAR diagnostics, assessments, and data disaggregation to improve instruction; and the next level of Positive Behavior training. In addition, teacher self-selected PD must meet internal standards for high-quality service providers prior to teacher registration in each respective program.

Once district and school leaders have identified potential professional development partners, they screen the PD service providers' work for quality and may choose to conduct deeper interviews to ascertain the providers' understanding of the issues/topics/processes.

Nacogdoches ISD leaders share information with each other about effective and ineffective external providers, thereby building a collective institutional knowledge of effective external resources to meet a myriad of developmental needs for teachers, administrators, and business staff.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **174904**	Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:
- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The first step in ensuring external service provider quality and success in meeting project deliverables is to create a detailed Memorandum of Understanding (MOU) between Nacogdoches ISD and the external service provider to be contracted.

Then, the district's Assistant Superintendent for Academic Services will meet with the external provider to work on a project plan that includes:
- Gathering baseline data to evaluate impact;
- Setting milestones to stay on track for implementation and feedback loops;
- Identification of roles and responsibilities; and
- Scheduling ongoing check-ins to assess progress.

Nacogdoches ISD's Executive Director of Accountability and Federal Programs (also the District Coordinator for School Improvement, or DCSI) will ensure effective implementation of **Carpenter Succeeds** at the district level. The Interim Superintendent will directly supervise and manage the Principal, who will, in turn:
- Oversee the activities of existing staff;
- Oversee the activities and integration of staff to be hired with grant funds; and
- Ensure effective coordination of external service providers and timely accomplishment of their agreed-upon deliverables.

The Project Management Team, led by the Project Coordinator, will make adjustments to program components (which may or may not directly impact external provider contracts) after careful consideration of input and teacher feedback collected from surveys and other supporting data.

With the project plan and metrics to measure progress toward implementation, Carpenter Academy staff will be able to have constructive conversations about the timeliness and effectiveness of the providers' service. Should there be a negligible result or no results after rounds of input and feedback, the contract and agreement between the district and the provider will be revoked.

Please refer to page 25 for additional information on data sources Nacogdoches ISD and Carpenter Academy review on a regular basis, which will be used, in part, to determine the effectiveness of external service providers and their impact on student achievement and school climate.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from February 1, 2017-July 31, 2017. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Interim Superintendent notifies the Carpenter Academy learning community of grant award
2.	Principal, as supported by district leaders, hires/designates the Carpenter Academy TTIPS Project Coordinator
3.	Principal and Project Coordinator convene weekly campus-level project management team meetings and works with district leaders to convene monthly district-level project management team meetings
4.	Principal and Project Coordinator review grant goals, objectives, budget, and timeline with parents, teachers, school support staff, district support staff, and community partners as appropriate
5.	Project Coordinator gathers and updates baseline data on student demographics, student attendance, student achievement
6.	Project Coordinator gathers and updates data on staffing needs, teacher retention data, evaluations, etc.
7.	District HR advertises new positions to be hired with grant funds
8.	District HR and Principal identify, hire, and onboard new staff
9.	Parent/Community Liaison outlines plan for aggressive and effective parent/community outreach efforts, complete with timeline of major activities and identification of resources
10.	Project Coordinator meets with district supervisor to identify coordinating initiatives and plan for effective use of supplementary TTIPS funding to ensure budgetary efficiencies
11.	Project Coordinator reviews updated data against stated project need; orders/procures grant-related materials to meet stated needs
12.	Project Coordinator establishes procedures for evaluating training and receiving/considering feedback from project participants (students, teachers, parents, community members/partners, and others)
13.	District project management team identify and contract with specific external consultants/service providers and schedule trainings
14.	Principal and Project Coordinator, as supported by Interim Superintendent and other district staff, schedule teacher training
15.	Summer training occurs as scheduled in advance of the 2017-18 school year
16.	Pre-implementation activities are complete; 2017-18 school year begins
17.	
18.	
19.	
20.	

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Title I, Title II funds:
- District-level support;
- Campus-level curriculum; instructional coaches;
- Interventionists;
- Instructional materials and supplies;
- Computer technology
- Field lessons for students
- Some professional development (PD)

Title II
- District-provided PD and support (on-campus assistance)
- Contracted PD consultants (provide training and campus teacher observations with feedback and give recommendations for curriculum and support materials)

Bilingual Funding
- SIOP training (ELL instructional strategies)
- ELPS (English Language Proficiency Standards) resources
- Bilingual/ESL certification reimbursements to teachers for testing and certification

The Executive Director of Accountability and Federal Programs/DCSI will work with Nacogdoches ISD Business Office personnel, as well as with the Carpenter Principal and TTIPS Project Coordinator, to ensure effective coordination among and between current initiatives and TTIPS-funded staffing and programs.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 5 implementation, the principal's first year at the applicant organization must have begun at or during school year 2015-2016. The principal may not have been principal of the applicant organization prior to school year 2015-2016.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	**James Adams**
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	**7/06/2015**

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 6: Rural LEA Flexibility

Rural LEA applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the _option_ to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	*N/A* – Nacogdoches ISD is not a rural district
Description of the modification:	*N/A*
How intent of the original element remains/will be met:	*N/A*

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **174904**	Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	Nacogdoches ISD uses the Texas Teacher Evaluation and Support System (T-TESS) The T-TESS Teacher Self-Assessment and Goal Setting Form asks teachers to identify standardized and non-standardized data that informs them about student needs and to identify data to inform them about their own professional growth. Teachers and administrators can select any data that would be deemed appropriate to meet the needs of the campus and of the individual teacher. Data sources include state assessment data (ex: STAAR), TELPAS, TPRI, content-based assessments, common benchmarks, unit assessments, criterion- or norm-referenced tests, classroom assessments (formal and informal), individualized education plans (IEPs), student work, journals, etc. Although student growth as a measure of teacher effectiveness under T-TESS will not be implemented statewide until the 2017-18 school year, Nacogdoches ISD will consider student growth when awarding bonuses for the Carpenter Academy school leaders and staff with funds from this TTIPS initiative (see page 41). Future plans include the consideration of weighting student growth as 20% of the total T-TESS rating. As implementation of T-TESS progresses, Nac ISD will review the four options for measuring student growth as part of this system: 1) student learning objectives (SLOs); 2) portfolios; 3) district-level pre- and post-tests; and 4) value-add measures (VAM) for teachers in state-tested subjects.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	The T-TESS Rubric includes 4 Domains and 16 Dimensions. T-TESS domain and dimension rubrics include specific descriptors of practices and 5 performance levels; Distinguished, Accomplished, Proficient, Developing, and Improvement Needed. For T-TESS, at least **one formal observation that takes place for a minimum of 45 minutes** so the entire lesson cycle can be observed in order to appropriately collect evidence for all the domains. **Ideally, multiple formal and informal observations are used throughout the year** to provide teachers with timely feedback, allowing them to make efficient and contextual professional development choices that lead to refinement in their practices. The post-observation conference provides another opportunity for both appraisers and teachers to provide additional evidence that may impact ratings. Summative scores are calculated by averaging the rating scores of each domain. In addition to the formal observation, the Principal and other staff supervisors can conduct **walkthroughs** to observe if teachers are consistent with teaching strategies. These walkthroughs serve as an additional method to collect evidence, though the data is not mathematically averaged into the final T-TESS ratings. Finally, **teachers may request a second formal observation** under the T-TESS model
Describe how the evaluation system was developed with teacher and principal involvement:	T-TESS was developed by a steering committee comprised of teachers, principals, and representatives from higher education and educator organizations. They began their work in the fall of 2013 by updating teacher standards and, through the spring of 2014, continued with building a rubric tied to the standards. Although the Texas Comprehensive Center at SEDL and the Texas Education Agency (TEA) facilitated the process, T-TESS is a system designed by educators to support teachers in their professional growth.

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Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	The table below shows the structure for rewarding Carpenter Academy educators who have increased student achievement during the project period. **The general "XX%" placeholders will be changed to firm targets during pre-implementation following a review of current baseline data.** See table below.

DESCRIPTION (WHO/WHAT/TO WHAT EXTENT)	AMOUNT
Principal: Campus reaches STAAR goals of XX% met standard in Math, XX% met standard in Reading, XX% met standard in Science, XX% met standard in Writing	$4,000
Principal: Campus attains/maintains TEA rating of "Met Standard"	$2,000
Project Coordinator, Assistant Principal, and Curriculum and Instructional Coaches: Campus reaches STAAR goals of XX% met standard in Math, XX% met standard in Reading; XX% met standard in Science, and XX% met standard in Writing - $750 per subject area per staff	$3,000
Teachers in K-2: XX% of enrolled students score at or above grade level in reading and math as measured by TPRI, ESTAR, and MSTAR	$2,500
Teachers in STAAR tested grades: 90% of enrolled students meet standard for their content area/s	$2,500
Teachers/Librarian/Counselor/Nurse: Carpenter Academy campus reaches STAAR goals of XX% met standard in Math, XX% met standard in Reading, XX% met standard in Science, XX% met standard in Writing ($500 per subject area per staff noted)	$2,000
Instructional/Clerical Paraprofessionals: Carpenter Academy campus reaches STAAR goals of XX% met standard in Math, XX% met standard in Reading, XX% met standard in Science, XX% met standard in Writing	$1,000
Campus support staff (custodians, cafeteria workers): campus reaches STAAR goals of XX% met standard in Math, XX% met standard in Reading, XX% met standard in Science, XX% met standard in Writing	$500

Describe protocols/interventions to support teachers who are struggling to improve professional practice:	Existing protocols and interventions to support struggling teachers include: 1. Increased observations and feedback; 2. One-on-one coaching and support from the Principal, Curriculum and Instruction Coach, and/or other district academic specialist; 3. Additional professional development specific to identified area(s) of weakness; and 4. Required observations of effective teachers on campus or elsewhere in the district. With TTIPS funding, an additional intervention/support will be added: Mentor Teachers for instructional staff with 0-2 years of experience
Describe the criteria established for educator removal:	After multiple formal and walkthrough observations, documentation of teacher performance, and allowing sufficient time to improve without further adversely impacting student achievement, poor-performing teachers are removed from their position and replaced with more effective/capable instructional staff.

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Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform Model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **174904**	Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner that will be in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	*N/A*
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	*N/A*

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **174904**	Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2017-2018 school year to sixty (60) by the start of 2018-2019 school year:	*N/A*

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2017, to support student success in college-level coursework and continued post-secondary education pursuits:	*N/A*

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **174904**	Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.	*N/A*
Indicate if the campus will partner with community-based provider or off-site campus to deliver key components of the model; such as staffing or facilities needed to deliver a grade-level or other educational program. If such a partnership will exist, describe how the campus and LEA will ensure all students benefitting from the grant are enrolled at the eligible grantee campus.	*N/A*

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Statutory Requirement 14: High-quality preschool programming (continued)

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	*N/A*
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	*N/A*

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 15: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	*N/A*
Indicate the number of existing staff rehired for work in the turnaround model implementation:	*N/A*
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	*N/A*
Indicate the number of new staff hired for work in the turnaround model implementation:	*N/A*
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	*N/A*

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **174904**	Amendment # (for amendments only):

Statutory Requirement 16: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 17: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	*N/A*
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	*N/A*
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications.	*N/A*

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Schedule #16—Responses to Statutory Requirements (cont.)

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Statutory Requirement 18: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 19: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school in a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to a higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 174904 | Amendment # (for amendments only):

TEA Program Requirement 1: Interventions and Resources to meet Model Requirements- IMPROVE THE INSTRUCTIONAL PROGRAM

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *improve the instructional program* in order to achieve increased academic performance.
- Provide a *description of grant costs* named in the Budget Schedules, indicating how costs will support the intervention to *improve the instructional program*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Improve the Instructional Program*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Provide support to teachers needing improvement in one or more professional areas; Provide beginning teacher mentoring program for teachers with 0-2 years of experience to improve teacher retention and instructional/organizational competence	$1,000 stipends for mentor teachers to support new teachers in improving their ability to deliver the instructional program. See PAYROLL pages in budget
2.	Provide teachers with specialized professional development (PD) and related materials to increase academic performance in reading; science; developmental writing; reading/language arts; math (use of manipulatives); (this includes attendance at professional conferences such as NCTM, NSTA, CAST, CAMT, and others); Provide training in various diagnostics, assessments, and data disaggregation; and Positive Behavior; Provide year-long job-embedded coaching for Principal.	Budget items as described at left will provide individual, small group, and campus-level PD to improve the instructional program. See PROFESSIONAL AND CONTRACTED SERVICES and OTHER OPERATING COSTS pages in budget.
3.	Provide funds to staff summer training, planning and curriculum design/improvements; monthly planning/team-building (out of school time); and an extended summer academic program (includes rising K and 1st graders and one additional week for all students beyond the required bilingual summer program)	Budget items as described at left will free teachers and staff to design campus-specific interventions and programs to improve the instructional program as well as to provide students with extra time in instructional activities. See Extra-duty Pay line in PAYROLL pages in budget.
4.	Hire 1 Dyslexia teacher, 1 Guidance Counselor, 1 Social Worker, and 1 Parent/Community Liaison to provide wraparound services and referrals to outside agencies for students and families in support of improved student health, safety, and academic performance; Parent Liaison will also provide parent training, education, and outreach to extend/expand community partnerships; Provide materials for a mobile parent education and resource center (activities to take place at community-based locations, such as apartment complexes, community centers, etc.)	Budget items as described at left will provide additional staff to support delivery of the instructional program as described through their roles. See PAYROLL pages in budget for staffing information and SUPPLIES AND MATERIALS pages in budget for related parent education and involvement items.
5.	Provide incentives to school leaders, teachers, and support staff who meet individual and school-wide academic performance goals	Budget items as described at left will reward staff for measurable improvements to the instructional program. See page 41 of narrative as well as PAYROLL pages in budget.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 174904	Amendment # (for amendments only):

TEA Program Requirement 2: Interventions and Resources to meet Model Requirements- INCREASE TEACHER QUALITY

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase teacher quality* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase teacher quality*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Teacher Quality*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Provide beginning teacher mentoring program for teachers with 0-2 years of experience to improve teacher retention and instructional/organizational competence	$1,000 stipends for mentor teachers will increase teacher quality by providing new teachers with the focused support of more experienced colleagues. See PAYROLL pages in budget.
2.	Provide teachers with specialized professional development (PD) and related materials to increase academic performance in reading; science; developmental writing; reading/language arts; math (use of manipulatives); (this includes supporting their attendance at professional conferences such as NCTM, NSTA, CAST, CAMT, and others)	Budget items as described at left will increase teacher quality through content-specific training as appropriate to assignment and grade level. See PROFESSIONAL AND CONTRACTED SERVICES and OTHER OPERATING COSTS pages in budget.
3.	Provide training in various diagnostics, assessments, and data disaggregation; and the next level of Positive Behavior.	Budget items as described at left will increase teacher quality through a focus on the targeted use of data to improve instruction and individualize student interventions. See PROFESSIONAL AND CONTRACTED SERVICES pages in budget.
4.	Provide "mini-grants" that allow teachers to self-select PD that fits their content area and individual need	Budget items as described at left will increase teacher quality by providing self-selected PD opportunities for teachers in an area they have determined to improve. See PAYROLL pages in budget.
5	Provide incentives to teachers who meet individual and school-wide academic goals	Budget items as described at left will reward teachers for increased quality of instruction and improved student achievement. See page 41 of narrative as well as PAYROLL pages in budget.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 174904 | Amendment # (for amendments only):

TEA Program Requirement 3: Interventions and Resources to meet Model Requirements- INCREASE LEADERSHIP EFFECTIVENESS

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase leadership effectiveness* in order to achieve increased academic performance.
- Provide a *description* of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase leadership effectiveness*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Leadership Effectiveness*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Implement year-long leader training program in district led by the Interim Superintendent; District Coordinator for School Improvement (DCIS) supports school leaders.	No grant-related costs for district-level support.
2.	Provide individualized leadership coaching and PD on topics appropriate to school leadership roles and responsibilities; Provide year-long job-embedded coaching for Principal.	Budget items as described at left will increase leadership effectiveness through 1:1 targeted, specialized support for the Principal. See PROFESSIONAL AND CONTRACTED SERVICES pages in budget.
3.	Send school leaders to national, regional, and/or state-level academic and school leadership conferences.	Budget items as described at left will increase leadership effectiveness by allowing leaders to learn with and from others across the state and nation. See OTHER OPERATING COSTS (travel line items) pages in budget.
4.	Support Principal in removing ineffective teachers and staff (in accordance with district policies, observation and evaluation procedures, coaching and support, and after allowing a reasonable amount of time to improve).	No grant-related costs for district-level support.
5.	Reward school leaders for student academic growth and other key performance measures.	Budget items as described at left will reward leaders for increasing their effectiveness in ways that lead to improved student achievement. See page 41 of narrative as well as PAYROLL pages in budget.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 174904	Amendment # (for amendments only):

TEA Program Requirement 4: Interventions and Resources to meet Model Requirements- INCREASE USE of QUALITY DATA TO INFORM INSTRUCTION

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase use of quality data* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase use of quality data*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*

	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	Provide training in various diagnostics, assessments, and data disaggregation; and the next level of Positive Behavior.	Budget items as described at left will increase the use of quality academic and behavioral data by providing training as described. See PROFESSIONAL AND CONTRACTED SERVICES pages in budget.
2.	Collect quantitative student achievement data via standardized state and national assessments: STAAR, and other instruments; Collect quantitative student achievement data via locally produced assessments); Track data via Eduphoria (internal data and shared drive) system.	Project Coordinator salary (60% program delivery; 40% administrative activities) will fund a full-time position to support teachers and staff in increasing the use, access, and analysis of quality data as well as reporting data on school improvement to TEA. See PAYROLL pages in budget.
3.	Collect qualitative data via teacher/student/parent surveys, interviews, teacher and administrator observation and coaching, and/or program participant feedback forms	See above.
4.	Measure the impact of PD training on student achievement	See above.
5.	Provide incentives to teachers who meet individual and school-wide academic goals as measured by frequently collected, quality data.	Budget items as described at left will reward teachers to generate improved student achievement through the increased use of quality data as a method for improvement. See page 41 of narrative as well as PAYROLL pages in budget.

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Schedule #17—Responses to TEA Program Requirements

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TEA Program Requirement 5: Interventions and Resources to meet Model Requirements- INCREASE LEARNING TIME

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase learning time* in order to achieve increased academic performance.
- Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to *increase learning time*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Learning Time*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Provide targeted core content instruction to at-risk and struggling students during after-school tutorial sessions	Budget items as described at left will increase learning time after school. See PAYROLL pages in budget.
2.	Provide targeted core content instruction to at-risk and struggling students during extended summer school program (all students, K-5 included; new 6-week program for K and 1; extended program for 2–5—one week beyond the required bilingual summer program)	Budget items as described at left will increase learning time during summer sessions as described. See PAYROLL pages in budget.
3.	Provide materials for a mobile parent education and resource center (activities to take place at community-based locations, such as apartment complexes, community centers, etc.);	Budget items as described at left will increase learning time by providing parents with methods and materials to use at home with their children. See SUPPLIES AND MATERIALS pages in budget.
4.	Provide supplies and materials for parent and community engagement (ex: Family Math Night, Reading Night, Science Night, etc.)	Budget items as described at left will increase learning time by involving parents and families in content-focused engagement activities and opportunities. See SUPPLIES AND MATERIALS pages in budget.
5.	Provide 1:1 devices for students to access high-quality reading and instructional materials outside of school time	Budget items as described at left will increase learning time by providing technology students can use to access instructional materials outside of school time (after school and summers) as described. See SUPPLIES AND MATERIALS pages in budget.

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Schedule #17—Responses to TEA Program Requirements

| County-district number or vendor ID: 174904 | Amendment # (for amendments only): |

TEA Program Requirement 6: Interventions and Resources to meet Model Requirements- INCREASE PARENT/COMMUNITY ENGAGEMENT

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the *key interventions* the campus will implement to *increase parent/community engagement* in order to achieve increased academic performance.
- Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention for *parent/community engagement.*

Use Arial font, no smaller than 10 point.

| Critical Success Factor: | *Increase Parent/Community Engagement* |

	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	Provide materials for a mobile parent education and resource center (activities to take place at community-based locations, such as apartment complexes, community centers, etc.)	Budget items as described at left will increase parent/community engagement by meeting parents and providing educational and engagement opportunities in locations close to their homes. See SUPPLIES AND MATERIALS pages in budget.
2.	Provide supplies and materials for parent and community engagement (ex: Family Math Night, Reading Night, Science Night, etc.)	Budget items as described at left will increase parent/community engagement by involving parents and families in content-focused engagement activities and opportunities. See SUPPLIES AND MATERIALS pages in budget.
3.	1:1 technology engages families in learning	Budget items as described at left will increase parent/community engagement by providing technology students and parents can use to access instructional materials as described. See SUPPLIES AND MATERIALS pages in budget.
4.	Parents participate in school decision-making and committees	Project Coordinator salary (60% program delivery; 40% administrative activities) will increase parent/community engagement by inviting parents to participate in leadership roles as well as volunteer and academic/social engagement opportunities. See PAYROLL pages in budget. No grant-related costs for additional school- and district-level support.
5.		

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: **174904**

Amendment # (for amendments only):

TEA Program Requirement 7: Interventions and Resources to meet Model Requirements- IMPROVE SCHOOL CLIMATE

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *improve school climate* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *improve school climate*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Improve School Climate*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Hire 1 Guidance Counselor, 1 Social Worker, and 1 Parent/Community Liaison to provide wraparound services and referrals to outside agencies for students and families in support of improved student health, safety, and academic performance (additional support impacts overall school climate)	Budget items as described at left will improve school climate by providing additional, highly trained and qualified staff to attend to specialized school, student, and parent/family needs, thus supporting teachers to focus on delivering a strong academic program. See PAYROLL pages in budget.
2.	Provide beginning teacher mentoring program for teachers with 0-2 years of experience to improve teacher retention and instructional/organizational competence	$1,000 stipends for mentor teachers will improve school climate by fairly compensating experienced, highly qualified teachers for their contribution to improving teacher quality and instruction. See PAYROLL pages in budget.
3.	Provide staffing funds to increase the number of hours the district's educational aide for parent involvement is on campus to improve and support parent engagement in and understanding of the academic program (strengthens the home-school connection, which impacts overall school climate)	Budget items as described at left will improve school climate by providing additional support to strengthen the home-school connection, thereby improving parent relationships with staff across the campus. See PAYROLL pages in budget.
4.	Provide "mini-grants" that allow all teachers to self-select PD that fits their content area and individual need	Budget items as described at left will improve school climate by allowing teachers to self-select PD that fits their needs and deepens their knowledge and learning, thereby supporting their professional development. See PAYROLL pages in budget.
5.	Provide incentives to teachers who meet individual and school-wide academic performance goals	Budget items as described at left will improve school climate by rewarding teachers who have increased their own skills, improved student achievement, and made focused use of data. See page 41 of narrative as well as PAYROLL pages in budget.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: **174904**	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☐	☐	☐

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☒	☐	☒
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☒	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☒	☐	☒
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☒	☐	☒
B02	Provide interpreter/translator at program activities	☒	☐	☒
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☒	☐	☒
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☒	☐	☒
B05	Develop/maintain community involvement/participation in program activities	☒	☒	☒
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☒	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☒	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☒	☒
B09	Provide parenting training	☐	☐	☒
B10	Provide a parent/family center	☒	☐	☒
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☒

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Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☒
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☒	☐	☒
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☒
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☒
B18	Coordinate with community centers/programs	☐	☐	☒
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☒	☒	☒
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☒	☒	☒
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☒	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☒	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☒	☐	☐

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☒	☒
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☒	☐	☒
C12	Provide conflict resolution/peer mediation strategies/programs	☒	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☒	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☒	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☒	☒
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☒	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☒	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☒	☐	☐
E04	Provide program materials/information on tape	☒	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☒	☐	☐
F02	Provide interpreters at program activities	☒	☒	☒
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☒
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☒	☐	☐
G02	Expand tutorial/mentor programs	☒	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☒	☒
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☒	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☒	☐
H03	Provide training for parents	☐	☐	☒
H99	Other (specify)	☐	☐	☐

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☒	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☒	☐	☒
K02	Develop and implement a truancy intervention plan	☒	☐	☒
K03	Conduct home visits by staff	☒	☐	☒
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☒	☒
K08	Strengthen school/parent compacts	☒	☒	☒
K09	Develop/maintain community partnerships	☒	☒	☒
K10	Coordinate with health and social services agencies	☒	☒	☒
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☒
L02	Establish partnerships with parents of highly mobile families	☐	☐	☒
L03	Establish/maintain timely record transfer system	☐	☐	☒
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☒	☒
M02	Conduct home visits by staff	☐	☒	☒

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☒
M04	Conduct parent/teacher conferences	☐	☒	☒
M05	Establish school/parent compacts	☐	☒	☒
M06	Provide parenting training	☐	☐	☒
M07	Provide a parent/family center	☒	☐	☒
M08	Provide program materials/information in home language	☒	☐	☒
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☒
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☒
M11	Provide child care for parents participating in school activities	☐	☐	☒
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☒
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☒
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☒
M15	Facilitate school health advisory councils four times a year	☒	☒	☒
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☒	☒
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☒	☒
N03	Provide mentor program for new personnel	☐	☒	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☒	☒
N06	Provide professional development in a variety of formats for personnel	☐	☒	☒
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☒	☒
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☒	☒	☒
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☒

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☒	☒	☒
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☒
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☒
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
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